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ABSTRACT

This report provides articulation information for Florida public schools, community colleges, and state universities. Among the items contained in the paper are text and accompanying charts regarding (1) Florida public high school graduates receiving standard and GED diplomas; (2) high school graduates' postsecondary education intent versus actual enrollment; (3) readiness for college; (4) college preparatory retention and success; (5) community college associate degree completers and follow-up studies; (6) community college transfers; (7) independent colleges and state university system retention and graduation rates; and (8) articulation progression. Statistics gathered from the study include figures such as in 1996-97, 92,430 students graduated from Florida high schools and 47,059 from Florida community colleges. (EMH)

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Florida Articulation Summary

Articulation Accountability Committee of the Articulation Coordinating Committee
Florida State Board of Community Colleges

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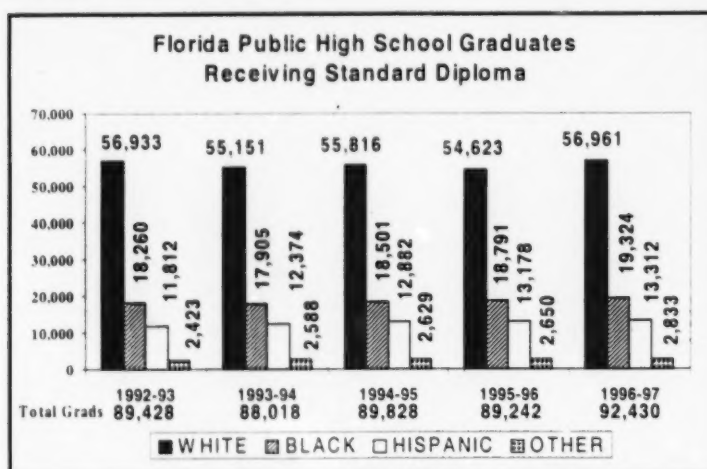
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Florida Articulation Summary

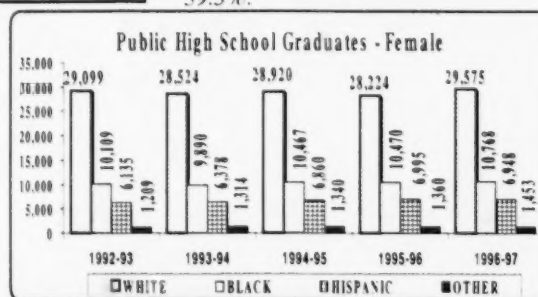
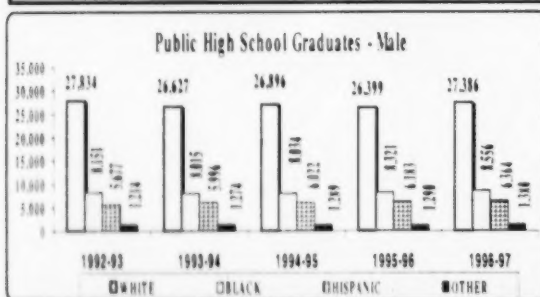
March 1998

Florida's Secondary and Postsecondary System is based on articulation among the public schools, community colleges, and state universities. It is the responsibility of the Articulation Coordinating Committee to facilitate and enhance the articulation system. This summary takes a look at various measures that indicate how well Florida is doing in articulation.



Graduates: Although the number of high school graduates declined from 1992 to 1996, the total number of graduates increased in 1996-97. The percentage of students completing high school who received standard diplomas increased by 3.5 percent over the previous year. Most of the increase was in the two major minority groups.

Acceleration: Dual enrollment continues to be the major form of articulated acceleration for Florida. The number of students participating increased by 38% between 1992 and 1997. The number of hours earned showed a comparable increase of 39.5%.



Source: Florida High School Graduates, Florida Department of Education, Office of Strategy Planning

Secondary Student Participation in Articulated Acceleration Mechanisms					
	1992-93	1993-94	1994-95	1995-96	1996-97
I Dual Enrollment Headcount	20,240	22,313	24,492	25,821	27,887
Semester Hours	140,014	163,831	175,746	185,340	195,329
Early Admission Headcount	328	286	366	435	334
Semester Hours	4,185	3,640	4,703	6,333	6,811
II Earned Credit (CLEP, AP, IB, Other Credit by Exam)	4,953	3,078	3,375	3,294	3,117
Semester Hours	55,214	24,619	26,634	26,325	24,654

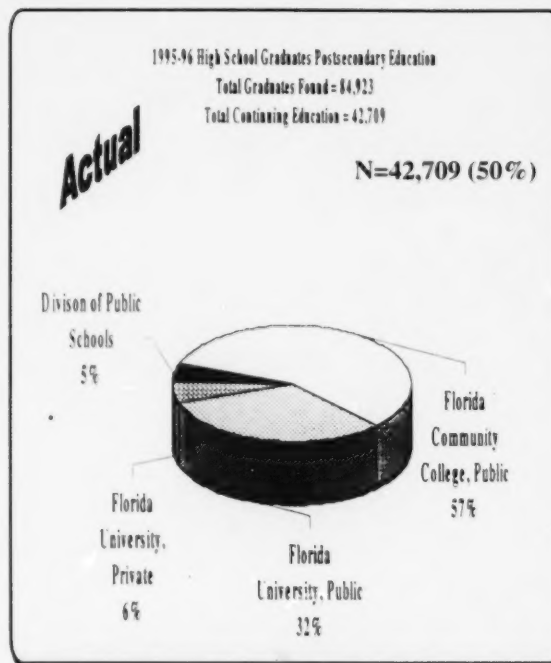
Note: Community College Data ONLY

Source: Community College OA2 Report

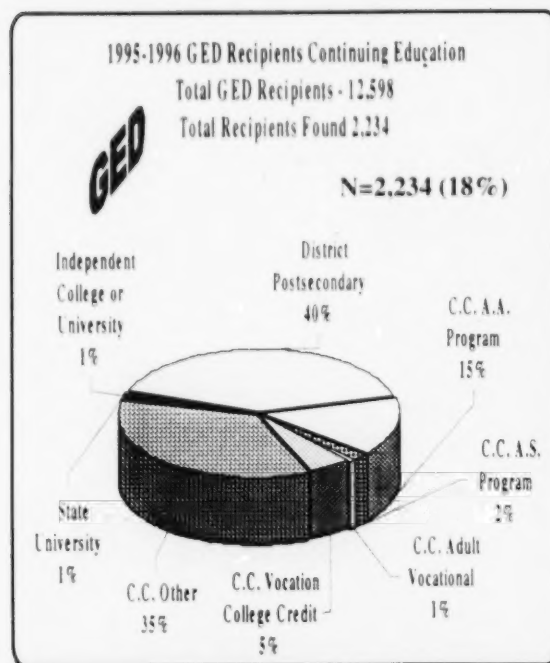
High School Graduates Postsecondary Education Intent versus Actual Enrollment



Source: Florida Department of Education
Postsecondary Plans Report, Survey 5 Data



Source: FETPIP Annual Educational Outcomes Report, Fall 1996

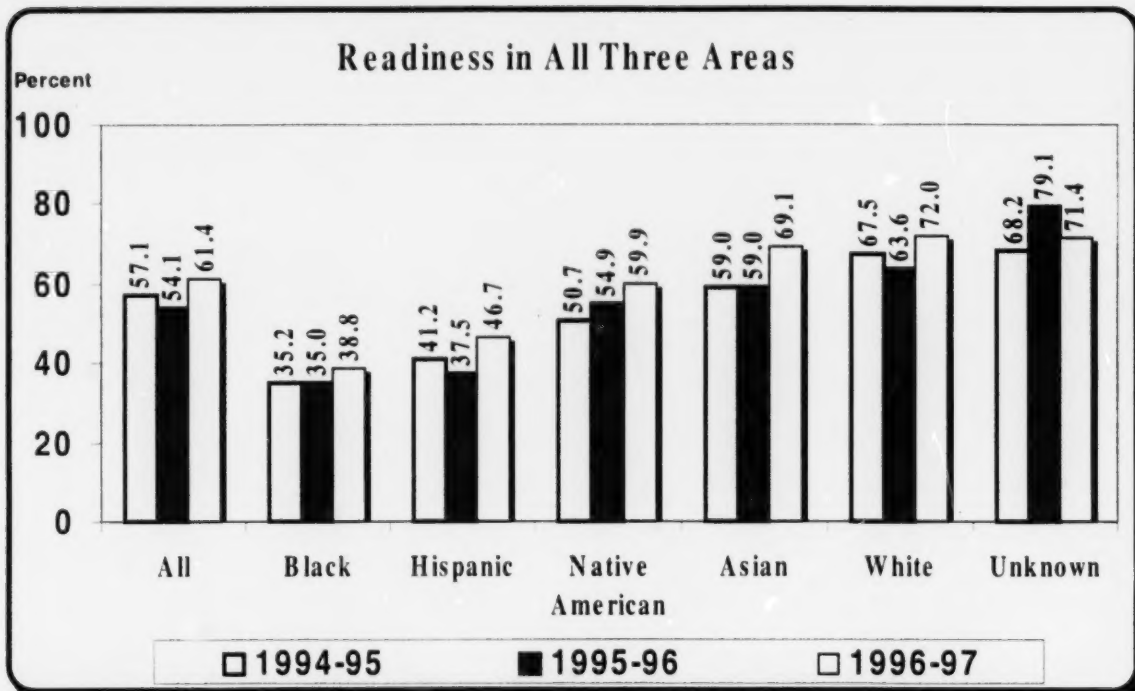


Source: FETPIP Annual Educational Outcomes Report, Fall 1996

Intent/Actual: A comparison of the distribution among the various Florida postsecondary sectors for student intent versus what actually occurs indicates that most students have made their decisions by the end of their senior year. Of the 91,495 1995-96 standard diploma graduates, 59,462 (65%) were reported to have plans to continue their education in a postsecondary institution during the 1996-97 school year. Of the 84,923 1996 graduates who were found, 42,709 (50%) actually continued their education. At the present, out-of-state students continuing their education are not tracked. Were this possible, it is assumed that the percent of students continuing their education would be higher.

GED: Individuals with General Equivalency Diplomas (GED) may also enter the various postsecondary sectors. The vast majority of these go into the community college system and district postsecondary programs.

Readiness for College

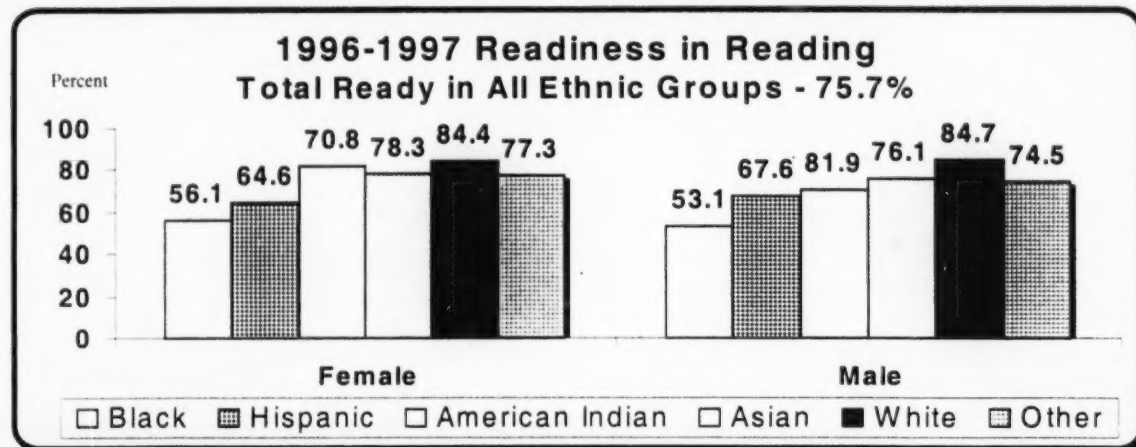
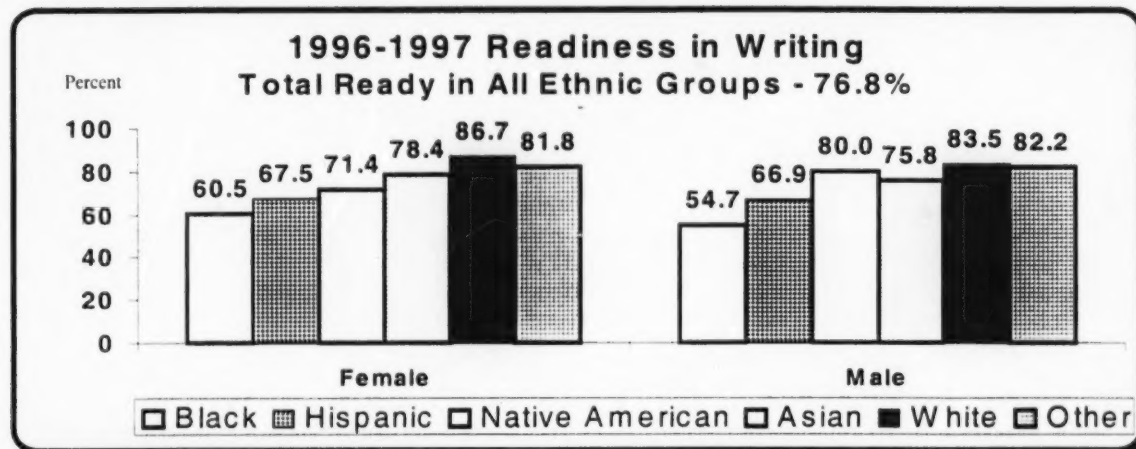
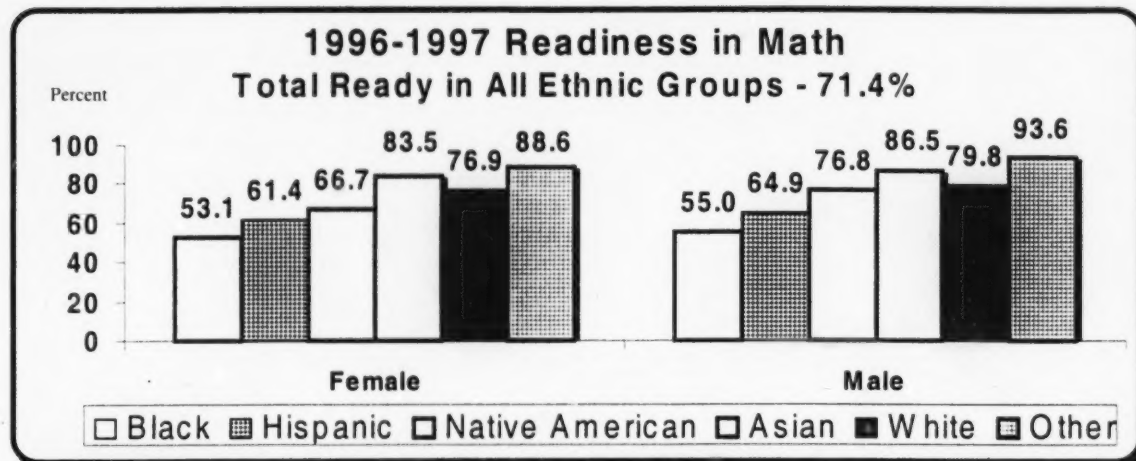


Source: 1996-1997 Readiness for College Report. Changes in reporting procedure may account for differences from 1995-96 to 1996-97.

	1994-95	1995-96	1996-97
Total Tested - All 3 Areas	39,809	40,363	39,513
All	22,712	21,818	24,270
Black	2,398	2,445	2,761
Hispanic	2,818	2,560	3,213
Native American	73	90	82
Asian	898	872	1,043
White	16,479	15,798	17,106
Unknown	15	53	65

Readiness: A student's ability to perform at the college level is measured by his/her success in all three areas of various entry-level placement tests. Those students who were "ready" in all three areas in 1996-97 increased compared to 1995-96. This was the first increase in five years and was evident in all the major ethnic groups. Math continues to be the area that is the most problematic for students. A substantial increase in the math cut score was implemented in most institutions in Fall 1996 and statewide beginning Fall 1997. The full effect of this change will not be known until the 1997-98 report.

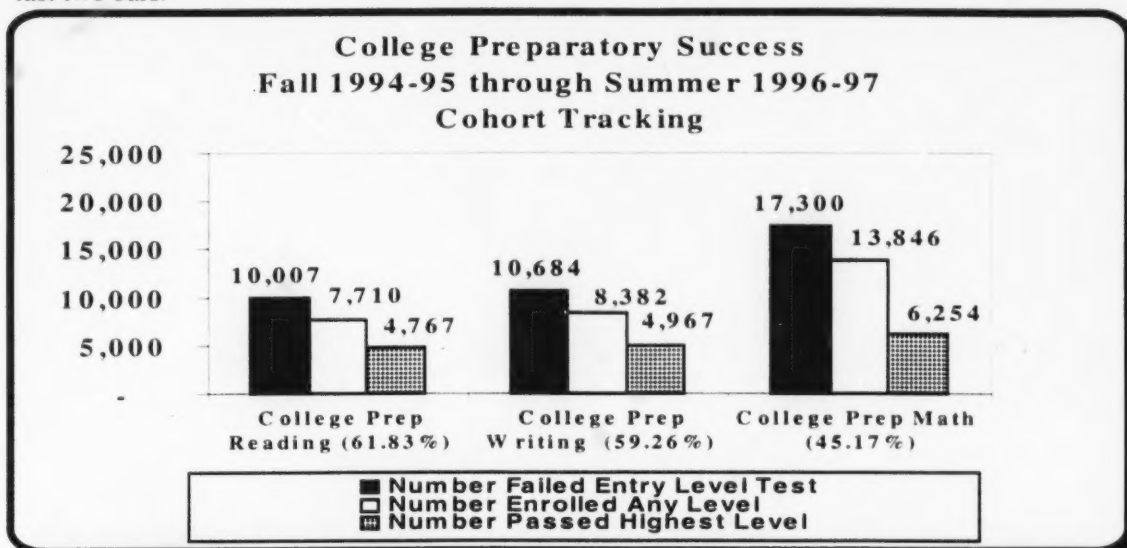
Readiness for College



Source: 1996-1997 Readiness for College Report

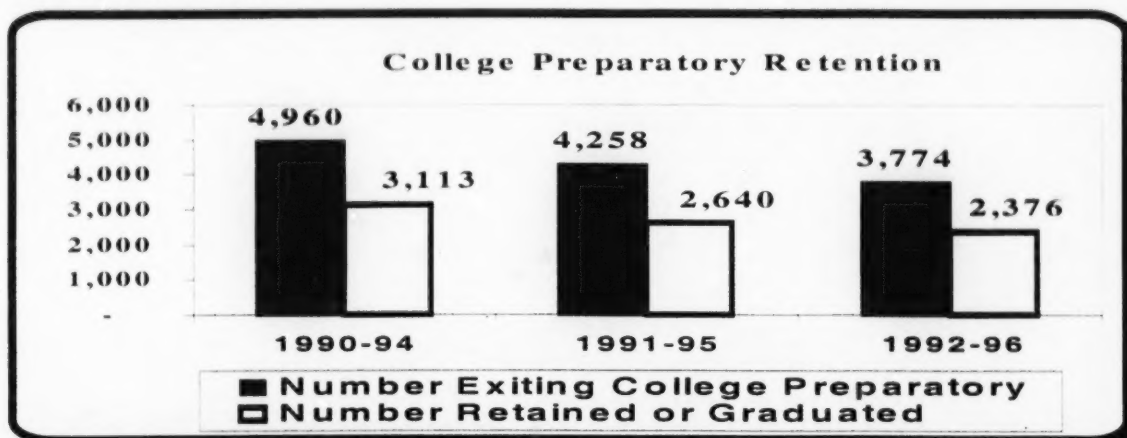
College Preparatory Retention and Success

Success: The bars indicate the number of students failing the Entry Level Placement Test (ELT) in a given area, entering college preparatory courses in that area within two years and completing the highest required course also within two years. The percent is based upon the last two bars.



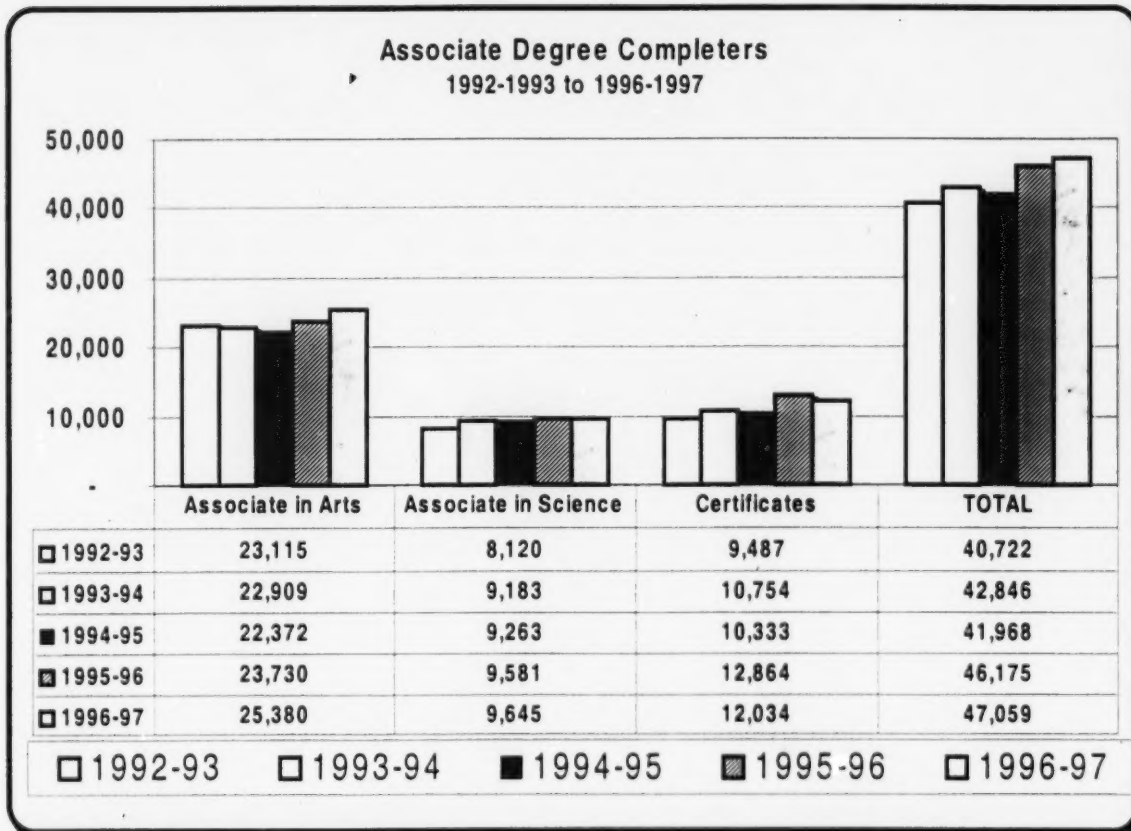
Source: Agency Strategic and Accountability Plan, 1997

Retention: The first bar in the Retention charts indicates the number of students who successfully completed a college preparatory program within two years of initial enrollment. The second bar indicates the result of tracking those students for an additional two years and shows the number who have subsequently graduated or were still enrolled in an Associate in Arts (A.A.) degree program four years after the date of initial enrollment in the A.A. Degree Program. The percentage retained has been stable during the three years shown here, ranging between 62% and 64%.



Source: Agency Strategic and Accountability Plan, 1997

Community College Programs



Source: 1996-1997 Community College FACT Book

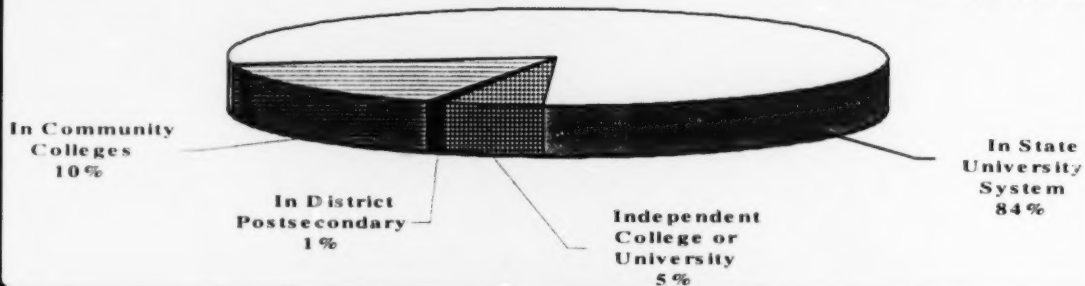
A.A., A.S., Certificate Completers: The number of Associate in Arts (A.A.) and Associate in Science (A.S.) graduates and the number of certificate completers has increased between 1992-93 and 1996-97. The number of A.A. graduates increased by 9.8%. The percentage increase for the A.S. degree was almost double at 18.8%. The largest percentage increase was for certificates with a change of 26.8% during the same time frame.

A.A., A.S., P.S.A.V. Transfers: The major intent of the A.A. degree is to provide the first two years of undergraduate education. The 1995-96 follow-up of A.A. graduates showed that 69% were continuing their education, and of those, 78% were found in the State University System. The A.S. degree is designed to train individuals for either the world of work or continuing education with major emphasis on preparation for the job market. The 1995-96 follow-up of A.S. graduates found 21% continuing their education, with 74% of those remaining in the Community College System. The P.S.A.V. certificate program is designed to prepare students for entry level positions in various occupations. The 1995-96 follow-up found only 20.5% continuing their education, with 55% of those students found in the Community College System.

Completers Follow-Up

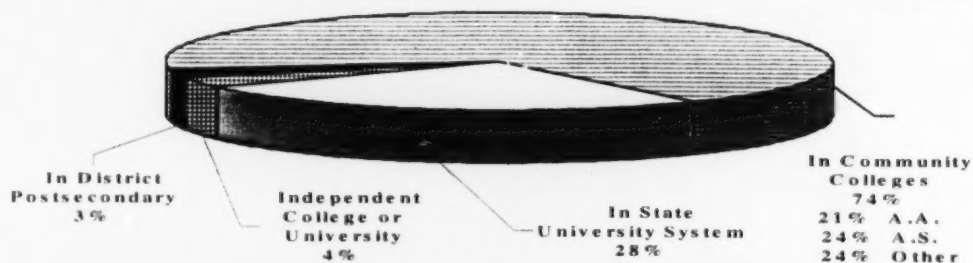
1995-1996 A.A. Graduates Continuing Education
Total A.A. Graduates Found - 23,509
Total Continuing Education - 16,325

N=16,325 (69%)



1995-1996 A.S. Graduates Continuing Education
Total A.S. Graduates Found - 9,352
Total Continuing Education - 1,948

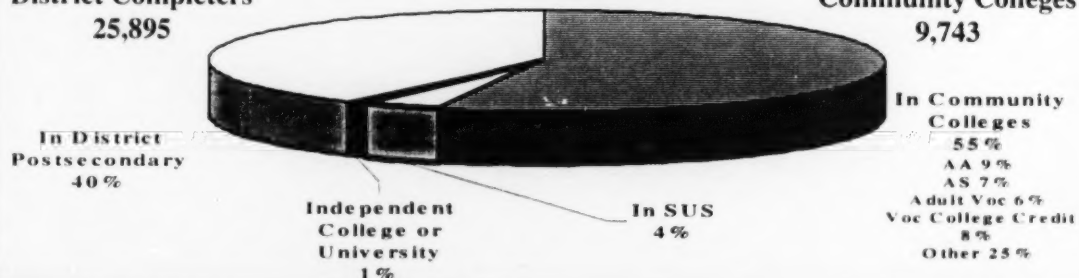
N=1,948 (21%)



1995-1996 Postsecondary Adult Vocational Completers continuing Education
Total PSAC Completers - 35,638
Total Continuing Education - 7,305

District Completers
25,895

Community Colleges
9,743



Source: FETPIP Annual Outcomes Report, Fall 1996

Community College Transfers

	1992-93	1993-94	1994-95	1995-96	1996-97
Total A.A. Transfers					
Number Applied	22,072	21,086	20,416	18,032	19,864
Number Admitted	19,093	18,813	18,367	16,063	17,796
Percent Admitted	87%	89%	90%	89%	90%

A.A. Transfers: Unduplicated headcounts indicates that there were fewer Associate in Arts transfer applicants in 1996-97 than there were in 1992-93. However, the percent admitted has increased slightly. Since Associate in Arts transfers are transferring in at the upper level, their admission will be impeded if they apply only to a limited access program and are not accepted into that program.

Compares the Number of SUS Limited Access Applicants to the Number Admitted to Programs for 1996-1997

	Total	FTIC (Native)	A.A. Transfer	Others
Number of Applications	25,324	8,144	8,398	8,782
Admitted to the Program	16,056	5,959	5,549	4,548
Percent Admitted	63.4%	73.2%	66.1%	51.8%
Met Minimum Standards	17,208	5,807	6,172	5,229
Admitted to Program	14,895	5,539	5,301	4,055
Percent Admitted	86.6%	95.4%	85.9%	77.5%
Did not Meet Standards	6,607	2,121	2,054	2,432
Admitted to Program	1,162	420	249	493
Percent Admitted	17.6%	19.8%	12.1%	20.3%
Incomplete Applications	530	216	172	142

Source: SUS Accountability Report, December 1997, Duplicated Count

Limited Access: Approximately 200 more Associate of Arts (A.A.) transfer students compared to native students applied for admission into limited access programs. The same ratio met the standards for the programs. The duplicated data indicate that fewer A.A. transfers who both met the standards and did not meet the standards were admitted compared to native university students.

Community College Students Transferring into State University System by Institution - Fall 1996 ONLY

	FAMU	FAU	FIU	FSU	UF	UCF	UNF	USF	UWF	
Total										
With A.A. Degree	154	609	740	1,364	1,347	1,976	551	1,354	406	8,501
With A.S. Degree	1	26	65	3	14	65	29	37	18	258
With No Florida C.C.Degree	110	667	630	503	309	1,172	393	972	236	4,992
Total Transfer Students	265	1,302	1,435	1,870	1,670	3,213	973	2,363	660	13,751

Source: SUS FACT Book, 1996-97

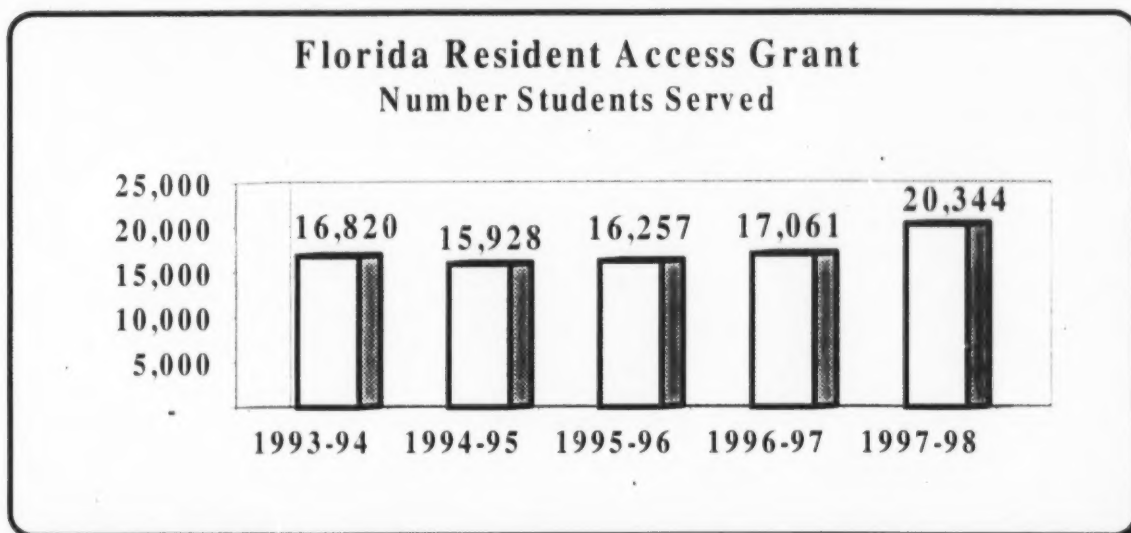
Transfer and Performance: For Fall 1996, UCF was the major entry point for former community college students with or without degrees. USF was in second place overall with FSU and UF admitting almost an identical number of AA degree holders. Note: Of the community college students transferring to the State University System without an Associate in Arts degree, 76% had accumulated 60 or more credit hours.

Community College Transfers

State University System Upper Division Headcount Student Performance - 1994-1995 (Summer, Fall, Winter)								
Student Category	Unduplicated Headcount	Mean Cumulative GPA	Percent 3.0 and Above	Percent Below 2.0 GPA	Percent Suspended	Average SSH Per Term	Average Total SSH to Degree	Percent Graduated
CC-AA	49,069	2.9	45.7	10.2	2.7	9.0	139.3	24.6
CC-AS	1,400	3.1	60.8	4.7	0.8	7.2	147.8	20.7
CC-OTHER	20,546	2.8	40.2	11.0	2.5	9.1	139.0	20.1
SUS-NATIVE	27,842	2.9	46.0	2.7	5.0	10.6	136.1	27.5
ALL OTHER	14,721	3.0	51.1	7.0	1.7	9.3	139.8	26.5

Source: Level I Data Display 1994-95 (Summer, Fall, Winter)

SUS Student Performance: Once admitted to the upper division of the State University System, former community college students demonstrate academic achievement comparable to State University System natives. The mean cumulative grade point average for natives was 2.9, the same as that of Associate in Arts students, while the Associate in Science GPA was slightly higher at 3.1. The average total hours to degree indicates that Associate in Arts students need only an average of three hours or one course more than natives to graduate.

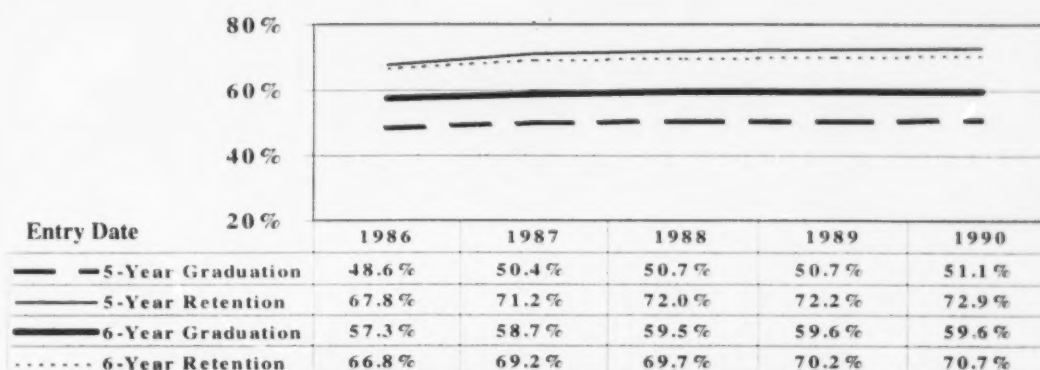


Sources: PEPC Study, Cost Benefit Analysis of the Florida Resident Access Grant

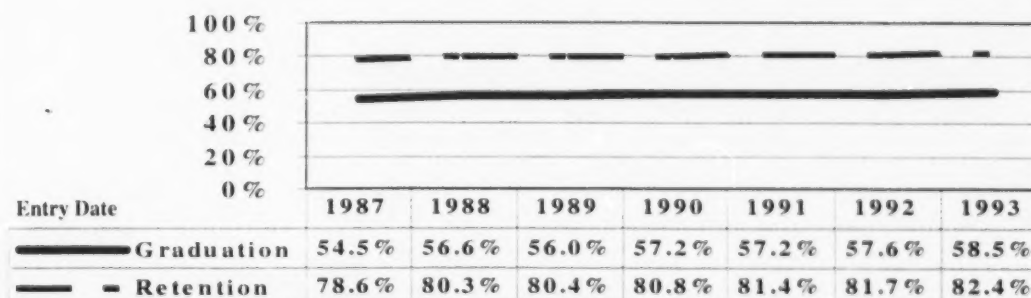
Florida Resident Access Grant: The Florida Resident Access Grant (FRAG) was created by the Legislature in 1979 as a non-need-based program to provide tuition assistance to Florida's undergraduates who attend independent, nonprofit, SACS-accredited institutions in the state.

State University System Retention and Graduation Rates

Retention & Graduation Rates for FTIC Cohort Groups After Five and Six Years of Enrollment in the State University System



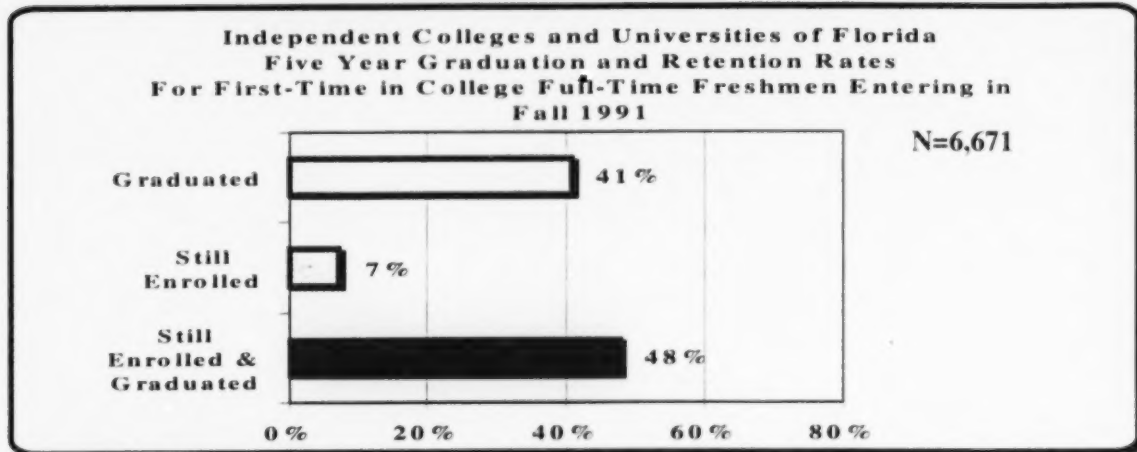
Retention & Graduation Rates for A.A. Transfer Cohort Groups After Three Years of Enrollment in the State University System



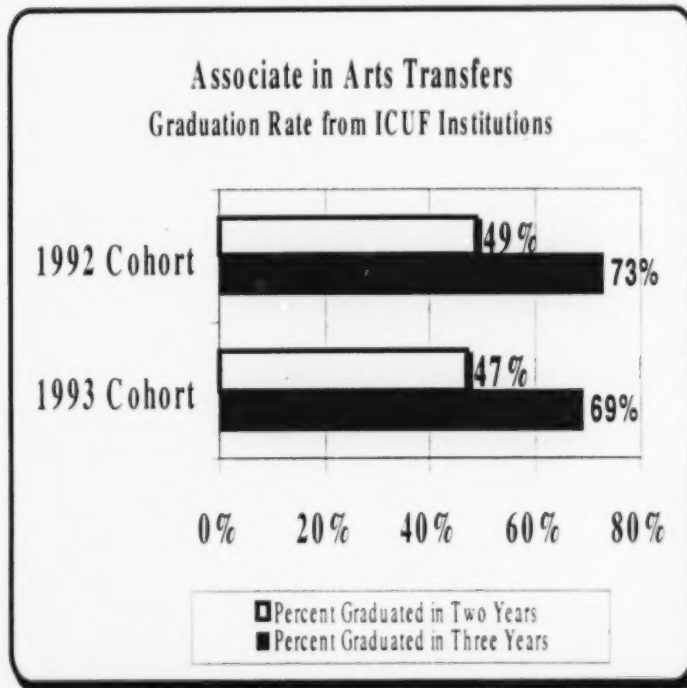
Source: SUS Accountability Report, December 1997

SUS Graduation and Retention: The six-year graduation rate of State University System First-Time-in-College (F.T.I.C.) students entering in Fall 1990 was 59.61%. The three-year graduation rate of Associate in Arts students transferring in Fall 1990 was almost identical at 57.15%. F.T.I.C. and A.A. transfer cohorts include both full-time and part-time students. The graduation rates of both the native students and Associate in Arts transfers have been increasing over the past five years. Students are reported if they re-enroll or graduate at any SUS institution.

Independent Colleges and Universities of Florida Retention and Graduation Rates



Source: IPEDS Fall 1995 Enrollment Surveys



Independent Colleges and Universities of Florida Graduation and Retention: The graduation rate of the Independent Colleges and Universities of Florida native First-Time-in-College student is comparable to that of native State University System students. The three-year Associate in Arts transfer graduation rate is higher than that of the university system; however, part of this is due to the difference in cohort definition since ICUF institutions track only full-time students.

Source: ICUF Five-Year Graduation & Retention Rates Report for FTIC Full-Time Freshmen Entering in Fall 1991

	1992 Cohort	1993 Cohort
Total A.A. Transfers	558	563
Graduated in 2 years	275	262
Graduated in 3 years	405	386

Articulation Progression

Public Schools

- 1.1 The number of Florida Public school students by ethnicity and gender, graduating from high school
- 1.2 The number and percent of secondary students participating in articulated acceleration mechanism programs
- 1.3 The number and percent of prior year's Florida high school graduates, by ethnic category, who meet the state levels in reading, writing and mathematics for placement in college-level courses, as demonstrated on the Florida College Entry-Level Placement, the SAT or ACT
- 1.4 The number of high school graduates planning to pursue different types of postsecondary education
- 1.5 The number and percent of prior year's Florida high school graduates who enroll in
 - a. Community College System
 - b. Private Institutions
 - c. Technical Centers
 - d. State University System

GED

- 1.6 The number and percent of GED recipients continuing in postsecondary education

Community College System

- 2.1 The number and percent who have been successfully remediated and have graduated or are still enrolled in an Associate in Arts Degree program four years after the date of initial enrollment in the Associate in Arts program
- 2.2 The number and percent of students who successfully complete
 - a. Associate in Arts Degree
 - b. Associate in Science Degree
 - c. Postsecondary Adult Vocational Certificate Program
- 2.3 The number and percent of students who transfer to the State University System, Independent Colleges and Universities of Florida (ICUF), and other institutions
 - a. Associate in Arts Degree
 - b. Associate in Science Degree
 - c. Postsecondary Adult Vocational Certificate Program
- 2.4 Of the community college transfers to the State University System, the number and percent who have an Associate in Arts Degree, an Associate in Science Degree and no Florida community college degree
- 2.5 Comparison of the number of transfer applicants to the number admitted to state universities, by institution
- 2.6 A comparison of the number of community college transfers, natives, and other transfers admitted to the State University System Access Programs
- 2.7 The number of Florida residents participating in the Limited Access Grant?

State University System

- 3.1 The number and percent of Associate in Arts Degree transfer students who have been retained or graduated three years after initial transfer to a state university
- 3.2 The number and percent of native first-time-in-college students who have been retained or graduated six years after initial enrollment in a state university
- 3.3 A comparison of upper level performance of community college Associate in Arts and Associate in Science Degree graduates and Other transfer students with university native students
 - a. Mean cumulative grade point average (GPA), GPA 3.0 and above, GPA 2.0 and below
 - b. Percent suspended
 - c. Percent graduated
 - d. Average total semester hours to degree
 - d. Average number of semester hours per term

Independent Institutions

- 4.1 The number and percent of Native FTIC students who have graduated five years after initial enrollment in an ICUF institution
- 4.2 The number and percent of Associate in Arts degree transfer students who have graduated two and three years after initial transfer to the independent institution

Articulation Coordinating Committee
Standing Committee on Articulation Accountability

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- 1.1 The number of Florida Public school students by ethnicity and gender, graduating from high school
- 1.2 The number of and percent of secondary students participating in articulated acceleration mechanism programs
- 1.3 The number and percent of prior year's Florida high school graduates, by ethnic category, who meet the state levels in reading, writing and mathematics for placement in college-level courses, as demonstrated on the Florida College Entry-Level Placement, the SAT or ACT
- 1.4 The number of high school graduates planning to pursue different types of postsecondary education

Community College System

- 1.5 The number and percent of prior year's Florida high school graduates, who enroll in the State Community College System

Private Institutions, Technical Centers & GED

- 1.6 The number and percent of prior year's Florida high school graduates, who enroll in Private Institutions
- 1.7 The number and percent of prior year's Florida high school graduates who enroll in Vocational Technical Centers
- 1.8 The number and percent of GED recipients continuing in postsecondary education

State University System

- 1.6 The number and percent of prior year's Florida high school graduates who enroll in the State University System

Community College System

- 2.1 The number and percent of students who successfully complete an Associate in Arts Degree
- 2.2 The number and percent of students who successfully complete an Associate in Science Degree
- 2.3 The number and percent of students who have been successfully remediated and have graduated or are still enrolled in an associate in arts degree program four years after the date of initial enrollment in the A.A. Degree program
- 2.4 The number and percent of Associate in Arts degree students who transfer to the State University System
- 2.5 The number and percent of Associate in Science degree students who transfer to the State University System
- 2.6 The number and percent of Community College A.A. students who transfer to ICUF Institutions under the Articulation Agreement
- 2.7 The number and percent of community college Associate in Arts and Associate in Science Degree and Other community college students who transfer to the State University System
- 2.8 Comparison of the number of transfer applicants to the number admitted to state universities, by institution
- 2.9 Students seeking entry into Limited Access Programs
 - a. The number and percent who applied for admission
 - b. The number and percent who were admitted
 - c. The number and percent who were denied
 - d. The number who subsequently enrolled in programs
 - e. A comparison of the number of community college transfer students admitted to the number of natives admitted to Limited Access Programs
- 2.10 Number of Florida residents participating in the Limited Access Grant?

Number and percent of PSAV Students with Certificates Transferring into Community College A.S. Programs

State University System

- 3.1 The number and percent of Associate in Arts Degree transfer students who have been retained or graduated three years after initial transfer to a state university
- 3.2 The number and percent of native first-time-in-college students who have been retained or graduated six years after initial enrollment in a state university
- 3.3 A comparison of upper level performance of community college Associate in Arts and Associate in Science Degree graduates and Other transfer students with university native students
 - a. Mean cumulative grade point average (GPA), GPA 3.0 and above, GPA 2.0 and below
 - b. Percent suspended
 - c. Percent graduated
 - d. Average total semester hours to degree
 - e. Average number of semester hours per term

Private Institutions

- 4.1 The number and percent of Associate in Arts Degree transfers students who have graduated two and three years after initial transfer to the ICUF institution

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